**St. Patrick’s**

**Primary School**



**Marking for Improvement**

**&**

 **Feedback Policy**

**Reviewed : May 2019**

**Ratified by Board of Governors :**

**To be reviewed : Autumn 2019**

**Aims:**

At St. Patrick’s Primary School, we believe that marking is an integral part of teaching, learning and the continuous assessment process.

We believe that it is important for teachers to have a shared understanding of, and a consistent approach to, the provision of feedback. The nature and quality of feedback is crucial to improving pupils’ learning. Effective feedback can significantly raise pupils’ self-esteem and their performance.

We feel that children should be encouraged to be adventurous and take risks in their learning. However, in order to ensure a delicate balance is achieved, we should endeavour to give honest feedback to children so they have a clear awareness of the occasions when they have not achieved. Teachers and Assistants should encourage the children to embrace such instances as opportunities for new learning.

*‘Feedback is one of the most powerful influences on learning and achievement.’*

*(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol.77 No. 1, pp. 81-112)*

**Purpose and Aims of The Marking for Improvement and Feedback Policy:**

* The purpose of this policy is to make explicit how teachers mark children’s work and provide feedback to children. All members of staff are expected to be familiar with the policy and to apply it consistently in the marking of children’s work.
* A marking for improvement policy helps to promote consistent standards of marking across the school.
* It is important to provide constructive feedback to children, focusing on successes achieved against ***learning intentions and success criteria.*** This enables children to reflect on the learning achieved and helps them to understand how they can close the gap between what they can currently do and what we would like them to be able to do.

**Purpose and Aims of Marking and Feedback:**

* Marking for improvement is a positive reinforcement of what the pupil has achieved.
* Marking for improvement indicates how a pupil can improve upon their work.
* Marking for improvement is an effective way of keeping the pupil focused on the agreed learning intentions and encourages

self-assessment and self-correction.

* Marking for improvement demonstrates the value and respect due to children’s efforts.
* Marking for improvement provides information to parents and external agencies about the child’s progress and achievement. It also provides crucial evidence for Assessment and Record keeping.
* Marking for improvement helps to ascertain the level which children are working at, which in turn helps to inform future planning and learning.
* Marking for improvement is crucial in helping to identify children who need additional support or more challenging work.

**Implementation:**

We at St. Patrick’s Primary School have agreed the following approaches towards marking for improvement:

* Marking needs to be completed regularly, kept up-to-date, and returned promptly to pupils.
* Pupils need to understand marking, both the success criteria for marking as well as the comments awarded. (Marking Code)
* Marking should include comments, not just ticks. The comments should be encouraging and should reflect the learning intention as well as the success criteria which pupils should be aware of before commencing any task.
* Comments should give pupils some indication of how they could improve their work.
* The learning needs of individual children should be taken into account when work is marked.
* Pupils should be given time (R.E.A.C.H. – (Reflect and Change)) to respond to teacher or self-assessment in Literacy and Numeracy and to make improvements to their work.
* The amount of marking should be manageable for teachers.
* Marking and feedback may be oral or written.
* Sensitivity should always be shown towards children’s work.

**Guidelines for Marking at St.Patrick’s PS : (Including homeworks)**

(The following guidelines are minimum requirements for the marking of

Literacy & Numeracy and are expected to be adhered to by all teachers.)

* All work should be marked.
* A minimum of one in every third piece should have a quality comment.
* Comments should be related to Learning Intentions and Success Criteria where possible.
* The L.I. should be recorded in pupils’ books in Literacy/Numeracy and where appropriate in other subject areas. (P3 (from second term) to P7)
* Comments should be dated.
* Comments should be written clearly with legible handwriting.
* ‘Well done’, ‘Very good’, ‘Excellent’ and words of this type, on their own, are not considered constructive feedback. These types of comments should be extended. For example, if a child has completed an exercise in

report writing; ‘Very good closing statement in this piece’ would be a more constructive use of the term.

* Celebrate success with comments like:

\*Excellent ! You really know how to.......

\*Good. You have........

\*Well done ! I like the way you have....

\*This is a good piece of work because....

**Marking Homework**

**P1 – P3**:

* Homework should be marked and dated.

**P4 – P7**:

* Homework should be marked daily and dated.
* All individual questions should be corrected either by the children, classroom assistant or the teacher.
* One quality comment per week.

**Feedback Strategies:**

**Oral Feedback:**

It is important for all children to have oral feedback when appropriate from the adult working with them. The adult should initially talk to the child about how he/she has met the learning intention and then question the child about a specific part of the work. This may be to aid a child’s understanding or to extend the child’s learning. Most of the feedback given to foundation stage children will be *verbal* and used to identify successes and next steps. Stampers may also be used to give a form of written feedback.

All children can be encouraged to self-evaluate by using traffic lights or smiley faces.

CODE FOR VERBAL FEEDBACK - VF - With teacher and child initials.

**Summative Marking/Feedback:**

This usually consists of ticks, underlining or circles and is associated with closed tasks or questions where the answer is either right or wrong. This can also be marked by the children (depending on age), classroom assistant, as a class or in groups.

When marking, teachers will not use red pen.

 **Formative Marking/Feedback**:

 Not all pieces of work can be marked in great detail. Teachers need to decide which pieces of work will be given detailed attention. Feedback may focus first and foremost on the learning intention of the task. The emphasis in marking should be on success and ways to facilitate improvement when measured against the learning intention.

**Diagnostic:**

This focuses on the positives and the areas for development within a piece so the strengths and weaknesses of pupils can be identified.

**Evaluative:**

The information gained about pupils’ achievements may be used by teachers to inform future learning and teaching and curriculum planning.

**Marking for Improvement:**

This gives pupils the opportunity to respond to feedback given and make improvements in their work. Teachers can use a variety of ways including:

* Box marking. Box an area for the pupil to specifically focus on.
* Reflective time when children are encouraged to read teacher’s comments and make improvements to their work at given times in the day/week. **R.E.A.C.H** Time (Reflect and Change)

In Foundation Stage, marking and feedback strategies include:

* Verbal Praise
* Stickers and stamps
* Written annotations, short and narrative observations

In Key Stage1 & Key Stage 2, marking and feedback strategies include:

* Verbal Praise
* KS1 –Stickers and stamps
* Written comments
* The marking for improvement strategy of Box Marking has been

agreed in classes from P3 – P7 in Literacy and Numeracy.

\*\*All teachers have agreed a Marking Code (see Appendix 1, 2).

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**Should spelling, grammar and punctuation be corrected in all subjects ?**

Spelling, punctuation and grammar should be addressed in every piece of writing. Children cannot effectively focus on too many things in any one piece of work. However, appropriate elements and those which have been taught should be highlighted; for example, if the children have been focusing on verbs in the past tense in a recent lesson and a mistake is made in independent writing, then this should be pointed out to the child.

It is always important to highlight that the focus is mainly on the learning intention and that oral feedback can be offered on secretarial features.

**Marking within other areas of the Curriculum:**

* At least one quality comment will be made in every child’s book per topic. (This can be completed during the topic or after the topic has been completed)
* All other work should be ticked and dated by the teacher.

**Monitoring**:

The school’s co-ordinators will review written feedback and monitor samples of books termly, to look at:

* Clarity of comments (language used and legibility).
* Appropriateness of improvement prompts
* Pupils’ responses in the form of improvements made
* Use of agreed marking codes and comments throughout the school.

**Self Assessment**:

By Primary 2 Children should begin to evaluate their own work and demonstrate how well they are learning by using the traffic light symbols at whole class plenary or individual colouring of traffic lights stickers. This particular strategy can be implemented at all Key Stages.

**Red – I do not understand this work**

**Amber - I am unsure. I need some help.**

**Green – I understand this work.**

**Peer Assessment:**

Golden rules for children marking with a response partner:

* Feedback is to be constructive and positive

This can be oral or written, at the class teacher’s discretion.

Equality of Opportunity:

All Pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion:

Effective feedback and marking must be accessible to all pupils and will reflect their individuals needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil’s IEP as required.

The purpose of marking and providing feedback is to further the learning of every child.

Approved by Governors date: Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chairperson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Vice Chairperson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal

**St Patrick’s P.S. Marking Code**

|  |  |
| --- | --- |
| **SYMBOL** | **MEANING** |
| V.F. | Verbal Feedback givenTeacher and Child to initial |
| L.I. | Learning Intention |
| L.I.A. | Learning Intention Achieved |
| S.C. | Success Criteria |
| - | Spelling mistake. Can you fix it? |
|  | Wrong word. Try to correct it. |
| ^ | Word missing. Have a go. |
|  | Find the missing punctuation.**. ? ! ‘ ‘ , : ;**  |

**SELF ASSESSMENT CODE**

|  |  |
| --- | --- |
|  | **RED – I do not understand this work.** |
|  | **AMBER – I am unsure. I need some help.** |
|  | **GREEN – I understand this work.** |

**Teachers will NOT mark using Red pen.**

**Reminder Prompts (Stampers can be used)**

 **Could be used KS1 and KS2**

 **Could be used KS1 and KS2**

 **Could be used Foundation, KS1 and KS2**

 **Could be used Foundation, KS1 and KS2**

 **To be used after children have made improvements**

 **Could be used in Foundation, KS1**

 **KS1 and KS2**